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ABSTRACT

This guide presents activities to increase human relations skills for women. Each activity includes sections on the goal, group size, materials required, time required, objective, procedures and directions, discussion questions and key points, and evaluation. Activities are: (1) self-esteem, including sections on interaction, insights, and self-worth; (2) growth motivation, including sections on perception and self-concept; (3) assertion, including sections on perception and behavior styles; (4) interpersonal comfort, focusing on perceptions; (5) empathy, focusing on listening; (6) drive strength, focusing on goal setting; (7) decision making, focusing on problem solving; (8) time management, focusing on daily priorities; (9) sales orientation, focusing on creativity; (10) commitment ethic, including sections on priorities and friends; (11) stress management, including sections on daily stress and peer pressure; and (12) employment, including sections on the resume and interview. (ABL)

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HUMAN RELATIONS SKILLS

Activity to Increase Life and Career Successes for Women

prepared for

Edwards-Wabash-Wayne-White
Regional Vocational Delivery System
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PERSONAL LIFE SKILLS: I. SELF-ESTEEM

UNIT: A. INTERACTION

ACTIVITY TITLE: 1. INSIGHTS: AN INTERACTION GUIDE

GOAL

To listen to others to discover differences in personal choices without being judgmental.

GROUP SIZE: 5 - 7 in a group

MATERIALS: Sample questions and synthesis set.

TIME REQUIRED: 20 - 40 minutes.

OBJECTIVES:

Each participant will:

A. Answer questions
B. Listen to the answers of other participants. Do not judge the answers as either right or wrong.

PROCEDURES AND DIRECTIONS:

1. Arrange the groups into circles.
2. Identify yourself to the members of your group.
3. Answer the questions directed to you.
4. You may pass a question to have time to think.
5. Answer in turn and come back to people who pass the first time.
6. Do not judge the answers as right or wrong.
7. Use the synthesis set to summarize the unit.

DISCUSSION QUESTIONS AND KEY POINTS

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?

   We often think our choices are right for everyone.

2. Did you enjoy having your answers accepted by the group without judgement?

   We like to be accepted for our choices.

3. Why are questions about people's choices not right or wrong?

   People like different things. Different choices are natural.

EVALUATION:

All participants will:
A. Answer each question.
B. Accept each other's answers without judging the answers as right or wrong.

PERSONAL LIFE SKILLS: I. SELF-ESTEEM Name: _____

UNIT: A. INTERACTION Date: _____

ACTIVITY SHEET: 1. INSIGHTS: AN INTERACTION GUIDE

GOAL To listen to others to discover differences in personal choices without being judgmental.

MATERIALS: Sample questions and synthesis set.

OBJECTIVES: Participants will answer questions and listen to the answers of other participants without judging the answers as either right or wrong.

PROCEDURES AND DIRECTIONS:

1. Arrange the groups into circles.
2. Answer the questions directed to you. You may pass a questions to have time to think.
3. Answer in turn and come back to people who pass the first time.
4. Do not judge the answers as right or wrong.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?

_____

_____

2. Did you enjoy having your answers accepted by the group without judgement?

_____

_____

3. Why are questions about people's choices not right or wrong?

_____

_____

I. **SELF-ESTEEM**
A. Interaction
1. Insight
a. Resource Sheet "Sample Questions"

1. What is the best movie you have ever seen?
2. What do you want to build?
3. What do you like to do with free time?
4. How do you choose friends?
5. What kind of animal would you like to be?
6. What would you like to smash?
7. What is your favorite song?
8. What is your favorite sport?
9. What is the best book you ever read?
10. What is the funniest movie you ever saw?
11. What is the greatest value that guides your life?
12. Who has influenced your life the most?
13. Is you were to paint it, what color is love?
14. Choose a word to describe the sunset.
15. What is the most beautiful quality about people?
16. What is the greatest problem in the United States?
17. My future dreams for myself include...
18. What do you love the most?
19. What comes to mind when you hear the word "reality"?

SYNTHESIS SET

1. What things did you find out about other people?
2. Which person did you learn the most from?
3. Which person do you want to know better?
4. Which person likes people the most?
5. Which person is most like you?

PERSONAL LIFE SKILLS: I. SELF-ESTEEM

UNIT: B. INSIGHTS

ACTIVITY TITLE: 1. GOOD ANSWER

GOAL

To have participants sit together and talk about different subjects in a self-controlled manner without judging the answers.

GROUP SIZE: 5-7 in a group

MATERIALS: Sample questions and synthesis set.

TIME REQUIRED: 20-40 Minutes.

OBJECTIVE

Each participant will:

A. **Participants will answer questions and listen to the answers of other participants. This will be done without judging the answers as either right or wrong.**

PROCEDURES AND DIRECTIONS:

1. Review list of sample questions.
2. Prepare name tags if needed.
3. Arrange groups into circles.
4. Explain that they are to answer questions and accept everyone's answer without interruption.
5. Answer questions directed to you.
6. Do not talk out of turn.
7. Do not judge the answers as right or wrong.

DISCUSSION QUESTIONS AND KEY POINTS

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?
   We often think our choices are right for everybody.
2. Did you enjoy having your answers accepted as OK with the group?
   We like to be accepted for our children.
3. Why are questions about people's choices OK, not right or wrong?
   People have different preferences. Different choices are natural.

EVALUATION: Each participant will:

A. **Will answer at least one questions.**
B. **Participants will accept each others answers without judging the answers as right or wrong.**

PERSONAL LIFE SKILLS: I. SELF-ESTEEM Name: _____

UNIT: B. INSIGHTS Date: _____

ACTIVITY SHEET: 1. GOOD ANSWER

GOAL

To have participants sit together and talk about different subjects in a self-controlled manner without judging the answers.

MATERIALS:

Sample questions and synthesis set.

OBJECTIVE

Participants will answer questions and listen to the answers of other participants. This will be done without judging the answers as either right or wrong.

PROCEDURES AND DIRECTIONS

1. Arrange the groups into circles.
2. Answer the questions directed to you.
3. Do not talk out of turn.
4. Do not judge the answers as right or wrong.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find it hard to keep form calling a person's answer wrong when you disagreed with their choice?

_____

_____

2. Did you enjoy having your answers accepted as OK with the group?

_____

_____

3. Why are questions about people's choices OK, not right or wrong?

_____

_____

PERSONAL LIFE SKILLS: I. SELF-ESTEEM

UNIT: C. SELF-WORTH

ACTIVITY TITLE: 1. AS YOU SEE YOURSELF

GOAL To have individuals evaluate their feelings and beliefs of their own and others SELF-WORTH.

GROUP SIZE: Can be done as an individual but preferably in small groups.

MATERIALS: "As you see yourself questionnaire"
pen or pencil.

TIME REQUIRED: 20 to 40 minutes depending on group size.

OBJECTIVES: At the completion of the activity, each individual will have:

A. Identified their perceived level of self-worth,
B. Participated in a small group discussion about themselves and others.

PROCEDURES AND DIRECTIONS:

1. Secure a copy of questionnaire "AS YOU SEE YOURSELF".
2. Carefully read the instructions and complete the questionnaire.
3. Join a small group for discussion.

DISCUSSION: QUESTIONS AND KEY POINTS

1. What is self-worth?

   Self-worth is the self perceived level of personal worth.

2. Do you think that you see yourself differently than others see you?

   It is not unusual for us to see ourselves differently than others see us.

3. Will your self-concept ever change?

   Self-concept can change over time and it can change for the better or for the worse.

4. Can your self-worth be influenced by others?

   Your self-worth can be influenced by others, either positively or negatively.

EVALUATION: Individuals will have:
A. Completed at lease one response to each question.
B. Participated in the discussion group.

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PERSONAL LIFE SKILLS: I. SELF-ESTEEM Name: _____

UNIT: C. SELF-WORTH Date: _____

ACTIVITY SHEET: 1. AS YOU SEE YOURSELF

GOAL To have each individual evaluate their feelings and beliefs of their own and others SELF-WORTH.

MATERIALS: "As you see yourself questionnaire".. pen or pencil.

OBJECTIVES: At the completion of the activity each individual will have:

A. **Identified their perceived level of self-worth,**
B. **participated in a small group discussion about self worth of themselves and others.**

PROCEDURES AND DIRECTIONS:

1. Secure a copy of questionnaire "AS YOU SEE YOURSELF".
2. Carefully read the instructions and complete the questionnaire.
3. Join a small group for discussion.
4. Participate in discussion.
5. Prepare for and participate in summary activity.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What is self-worth?

_____

2. Do you think that you see yourself differently than other people see you?

_____

3. Will your self-concept ever change?

_____

4. Can your self-worth be influenced by others?

_____

EVALUATION Individuals will have:

A. Completed at least one response to each question.
B. Participated in the discussion group.

I. **SELF-ESTEEM**
C. SELF-WORTH
1. As You See Yourself
a. A Resource Sheet - "I like..."

INSTRUCTIONS: For each statement put a check on one of the columns. NO NAMES PLEASE - PLEASE BE HONEST WITH YOURSELF.

	NEVER	SOMETIMES	USUALLY	ALWAYS
1. I like to be the center of attention	____	____	____	____
2. I like to help others	____	____	____	____
3. I like for people to trust me.	____	____	____	____
4. I like to hurry through with anything I do.	____	____	____	____
5. People do not understand me.	____	____	____	____
6. I like to be honest with people.	____	____	____	____
7. It hurts my feelings to be criticized.	____	____	____	____
8. I am polite to everyone	____	____	____	____
9. I can laugh at my own mistakes.	____	____	____	____
10. I try but I never seem to succeed.	____	____	____	____
11. I talk about others.	____	____	____	____
12. I am careful not to hurt anyone's feelings.	____	____	____	____
13. I like to be with lots of people.	____	____	____	____
14. I finish what I start.	____	____	____	____

15. List (3) three jobs that you might be interested in, where this information would be helpful.

a.
b.
c.

I. **SELF-ESTEEM**
C. SELF-WORTH
1. As You See Yourself
b. A Resource Sheet - "Survey of Your Feelings"

DO YOU KNOW YOURSELF: PROBLEMS ABOUT MYSELF

You often think about your friends and others in terms of the kind of people they are. But have you ever thought about what kind of person you are? Here are some statements many people feel are problems they have. If any of these bother you, put a check (__) on the line in front of the number.

_____ 1. I get mad too much

_____ 2. I am not nice looking

_____ 3. I bite my fingernails too much

_____ 4. I feel bad about things I do

_____ 5. I always get into trouble

_____ 6. I am afraid to be at home alone at night

_____ 7. I would like to get a job

_____ 8. I worry too much

_____ 9. I would like more clothes

_____ 10. I would like to know what my career will be

_____ 11. I am afraid of the dark

_____ 12. I wish I were good at games

_____ 13. I am too bashful

_____ 14. I am too crabby

_____ 15. I do not have much fun

SUMMARY QUESTIONS:

1. Do you know more about yourself now? YES_____ NO_____

2. Would you be able to rate someone else? YES_____ NO_____

3. Are certain personality traits important in certain jobs? YES_____ NO_____

I. **SELF-ESTEEM**

C. SELF-WORTH

1. As Your See Yourself

c. A Resource Sheet - "THE FUTURE"

QUALITIES I WOULD FOLLOW IN A LEADER: (check (5) five)

In order to learn to lead, one must first learn to follow. Three (3) of MY IMPORTANT GOOD QUALITIES are:

1. _____

2. _____

3. _____

Every person has a particular genius - even if it's only that they can read their own handwriting better than anyone else. Three (3) of my limitations are:

1. _____

2. _____

3. _____

What should be done about them?

1. _____

_____

2. _____

_____

3. _____

_____

"Dream no small dreams for these have not the magic to stir the individual soul". MY GREATEST DREAM IS TO:

_____

_____

There is no limit to the amount a human being can accomplish, if they don't care who gets the credit. DAY BY DAY RESOLUTIONS - ACHIEVE SOMETHING SIGNIFICANT: List one achievement recently completed.

1. _____

List two goals or achievements which you plan to attain.

1. _____

2. _____

PERSONAL LIFE SKILL

UNIT: II. GROWTH MOTIVATION

A. PERCEPTION

ACTIVITY TITLE: 1. THE PERCEPTUAL "K"

GOAL

To recognize that the eye sees, but the mind evaluates.

GROUP SIZE: Small group or class.

MATERIALS: Flip chart, chalkboard or overhead projector and perception drawings.

TIME REQUIRED: 5 minutes.

OBJECTIVES:

The participants will:

A. Recognize that different people, while viewing the same illustration will, at first, see quite different things.

PROCEDURES AND DIRECTIONS:

1. Study the diagrams
2. Answer the questions asked by the leader.

DISCUSSION QUESTIONS AND KEY POINTS:

1. Why were the H's easier to see than the K's?

   Your eyes see, but your mind evaluates. The "H" was easier to see because you had the "K" on your mind.

2. In your work with other people, in what ways is your eye seeing one thing and your mind another?

   The mind does the thinking, the eye only sees. Your experiences, both good and bad, influenced what your mind thinks about what you see.

EVALUATION:

The leader will determine if the participants know what perception is by asking questions an giving them diagrams in which they have to use perception.

PERSONAL LIFE SKILLS: II. GROWTH MOTIVATION Name: _____

UNIT: A. PERCEPTION Date: _____

ACTIVITY SHEET: 1. THE PERCEPTUAL "K"

GOAL To have participants recognize "the eye sees, but the mind evaluates."

MATERIALS: Flip chart, chalkboard or overhead projector and perception drawings.

OBJECTIVE By the completion of the activity the participants will recognize that different people, while viewing the same illustration will, at first, see quite different emphasis.

PROCEDURES AND DIRECTIONS:

1. Study the diagram and answer the questions.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why was the H's easier to see than the K's?

_____

_____

2. In your work with other people, in what ways is your eye seeing one thing and your mind another?

_____

_____

II. GROWTH MOTIVATION

A. PERCEPTION

1. THE PERCEPTUAL "K"

a. A Resource Sheet "Perceptual "K"

STEPS IN THE PERCEPTION EXERCISE

1. Exhibit the following diagram on a flip chart or chalkboard.

2. Ask your group "What do you see?" Chances are you'll get responses like "arrows," "home plates," three houses on their side," etc.

3. When you get the response "two K's," immediately highlight the two K's. Then go on with the exercise by exhibiting the second diagram.

Then ask them "Now what do you see?" Very likely, you'll get the response "two H's." Now ask the group "Would you have seen the H's if someone had not first pointed out the K's?"

PERSONAL LIFE SKILLS:

UNIT: II. GROWTH MOTIVATION

ACTIVITY TITLE: A. PERCEPTION

2. WHAT DO YOU SEE?

GOAL

To show that people see things differently.

GROUP SIZE: Small group or class.

MATERIALS: Transparencies and overhead projector.

TIME REQUIRED: 5 to 10 minutes.

OBJECTIVE

Participants will:

A. Look at each picture and write down what they see.

PROCEDURES AND DIRECTIONS:

1. Introduce the exercise by stating that often our eyes may deceive us. Use the examples of "Optical Art" shown on the following pages.
2. The participants are to look at each picture and write down what they see.

DISCUSSION QUESTIONS AND KEY POINTS

1. In illustration A, is the box inside a room or are there two boxes? (both are correct).
2. In illustration B, are the lines pulled apart at the center or are they parallel?
3. In illustration C, what happened to the center prong?
4. In illustration D, which end is out? (either).
5. In illustration E, which boy is the tallest? (all are the same height)

You may have to force your mind to think of the alternate picture to see it.

EVALUATION:

Each participant will:

A. Participants will see the differences.

PERSONAL LIFE SKILLS: II. GROWTH MOTIVATION Name _____

UNIT: A. PERCEPTION Date: _____

ACTIVITY SHEET: 2. WHAT DO YOU SEE?

GOAL To show that people see things differently.

MATERIALS: Transparencies and overhead projector.

OBJECTIVE To recognize that people see the same pictures differently.

PROCEDURES AND DIRECTIONS:

1. Participants are to look at each picture and write down what they see.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. In Illustration A, is the box inside a room or are there two boxes? (both are correct).

_____

_____

2. In illustration B, are the lines pulled apart at the center or are they parallel? (parallel)

_____

_____

3. In illustration C, what happened to the center prong?

_____

_____

4. In illustration D, which end is out? (either)

_____

_____

5. In illustration E, which boy is the tallest? (all are the same height)

_____

II. GROWTH MOTIVATION

A. Perception

2. What do you see?

a. A Resouce Sheet "Perception"

ILLUSTRATION A:

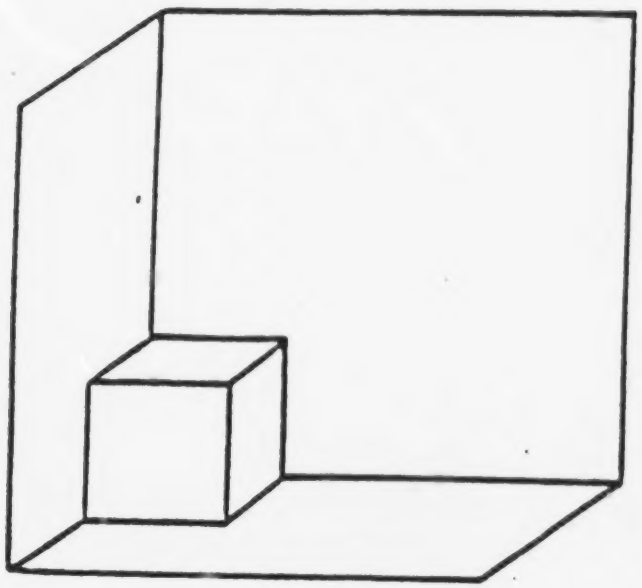


ILLUSTRATION B:

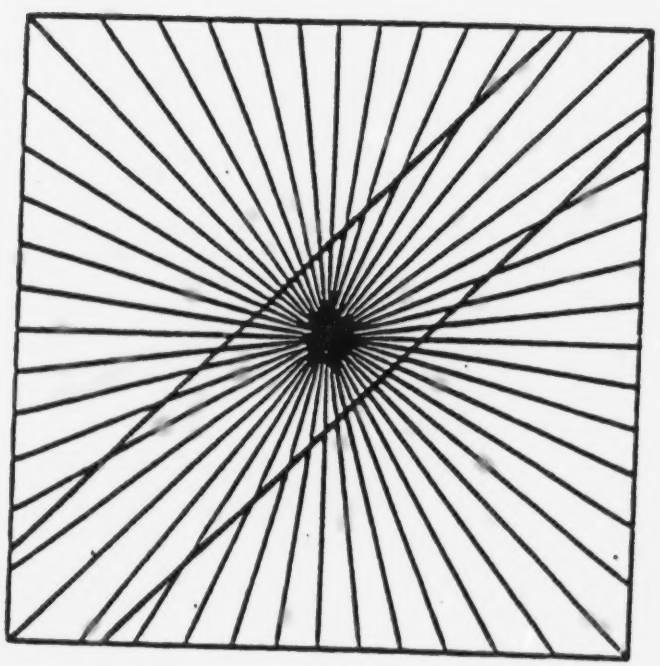


ILLUSTRATION C:

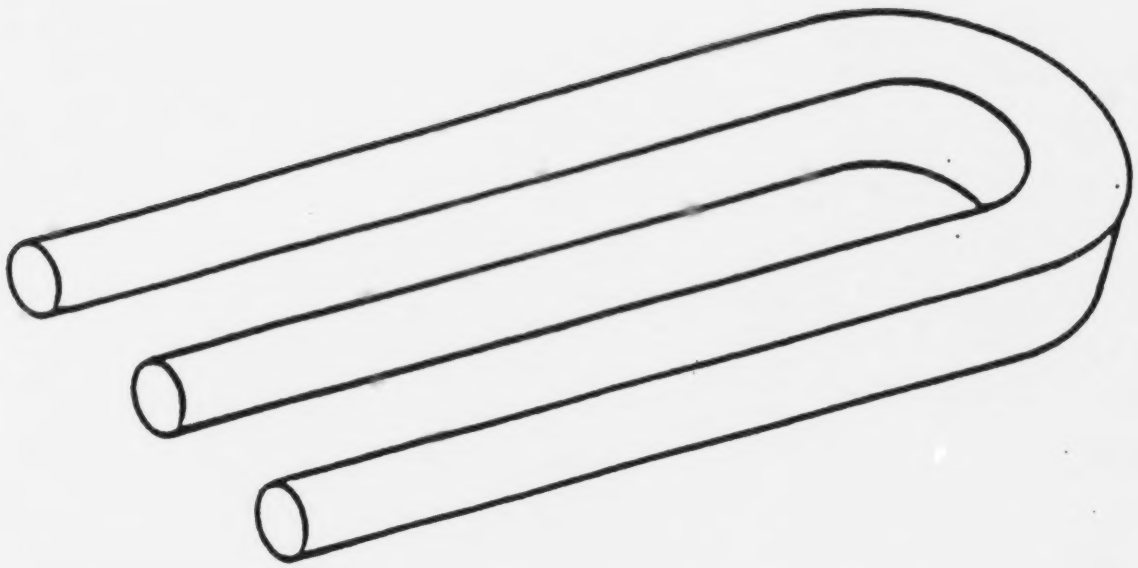


ILLUSTRATION D:

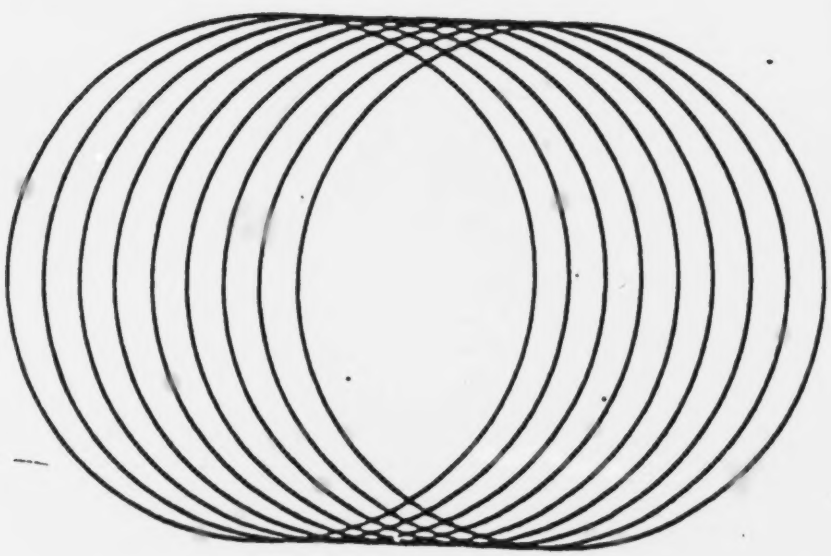
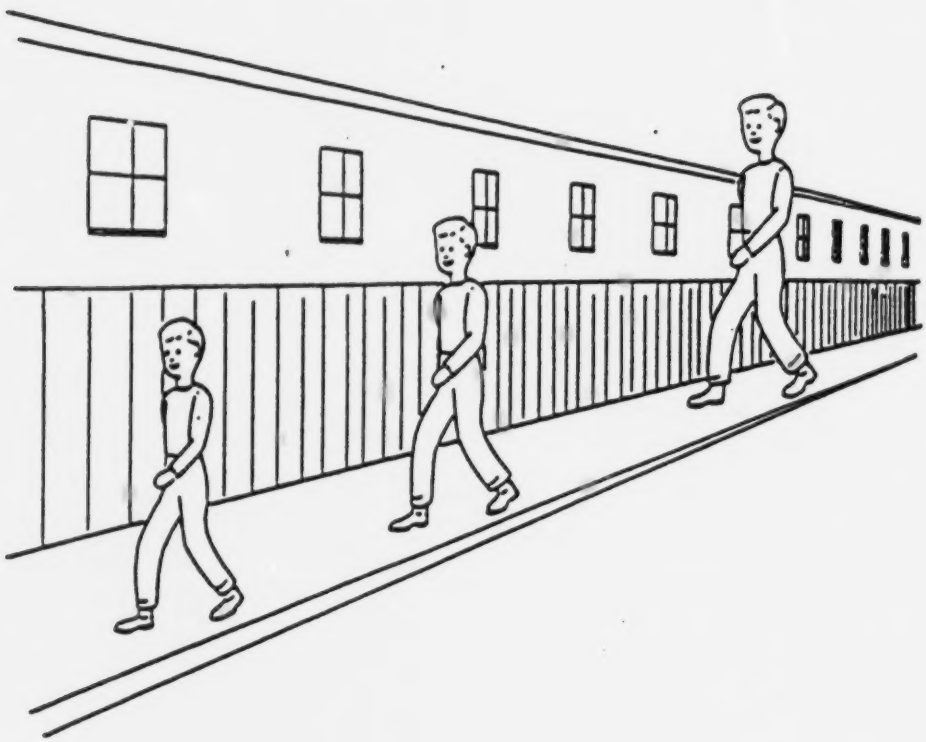


ILLUSTRATION E:



PERSONAL LIFE SKILLS:

UNIT:

ACTIVITY TITLE:

II. GROWTH MOTIVATION

B. SELF-CONCEPT

1. IDENTIFY YOUR IMAGE

GOAL

Participants will identify their ideas about self-concept.

GROUP SIZE: Classroom or small groups.

MATERIALS: Word List and paper and pencil.

TIME REQUIRED: 30 minutes

OBJECTIVE

Each participant will:

A. Choose words to describe their self-concept and notice the words other people use to describe self-concepts.

PROCEDURES AND DIRECTIONS

1. Have participants write down four or more words that describe themselves.
2. Pick up papers and mix the order.
3. Read lists and ask participants to identify persons from the description on list.
4. Ask group to find the participant that is described.

DISCUSSION QUESTIONS AND KEY POINTS

1. How do people describe themselves?
   Some people are negative in describing themselves; others are positive.
2. Did people know you from your description of yourself.
   Sometimes words we use to describe ourselves are not clear to our peers.
3. What different words could you use to describe yourself?
   Hearing other words can remind us of ways we can describe ourselves.

EVALUATION:

Each participant will:

A. Find at least four words to describe his/her self-concept.
B. Participate in discussion.

PERSONAL LIFE SKILLS: II. GROWTH MOTIVATION Name _____

UNIT: B. SELF-CONCEPT Date: _____

ACTIVITY SHEET: 1. IDENTIFY YOUR IMAGE

GOAL For participants to identify their ideas about self-concept.

MATERIALS: Word list and paper and pencil.

OBJECTIVE Participants will choose words to describe their self-concept and notice words other people use to describe self-concepts.

PROCEDURES AND DIRECTIONS:

1. Have participants write down four or more words that describe themselves
2. Pick up papers and mix the order.
3. Read a description at random from the papers.
4. Ask class to find the participant that is described.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. How do people describe themselves?

_____

_____

2. Did people know you from your description of yourself?

_____

_____

3. Hearing other words can remind us of ways we can describe ourselves.

_____

_____

II. GROWTH MOTIVATION

B. SELF - CONCEPT

1. IDENTIFY YOUR IMAGE

a. A Resource Sheet "Self-Concept."

LISTING OF TRAITS

ALL POSITIVE TRAITS (add any positive traits not listed as needed.)

_____ Leadership

_____ Follower

_____ Honest

_____ Trustworthy

_____ Kind

_____ Polite

_____ Adventurous

_____ Pleasant

_____ Thoughtful

_____ Gentle

_____ Has Will Power

_____ Easy to get Along With

_____ Good Sport

_____ Dependable

_____ A Doer (active or energetic person)

_____ Ambitious

_____ Has Integrity

UNIT: III. ASSERTION

ACTIVITY TITLE: A. PERCEPTION

1. PERCEPTIONS DIFFER

GOAL Encourage participants to observe that awareness of perception is important in understanding others.

GROUP SIZE: Small groups of 3 to 5 people.

MATERIALS: An action picture.

TIME REQUIRED: 10 - 30 minutes.

OBJECTIVES: At the completion of the activity, the participants will:

A. Recognize that we perceive things differently
B. Identify two potential causes for breakdown in communication.

PROCEDURES AND DIRECTIONS:

1. Select a picture full of action.
2. Study the picture for three minutes and write down your perception of the picture. To only one other participant describe at least three points.
3. After the picture is described to you, try to describe it to only one other participant.
4. The last person in the group will then write down her perceptions on a piece of paper.
5. Note the difference in descriptions.

DISCUSSION QUESTIONS AND KEY POINTS

1. Why do we perceive things differently?

   Selective attention - People put emphasis on different things.

2. Identify how and why each participant changed the emphasis.

   Different experiences influence what we see and hear.

3. What caused any breakdown in communications in the group?

   Clearly identify at least 2 reasons for breakdowns. <u>Distractions</u> - talking, not listening, thinking ahead. <u>Distorted images</u> - different words have different personal meanings <u>Inadequate descriptions.</u>

EVALUATION: Compare the leader's perception and last person's perception.

PERSONAL LIFE SKILLS: III. ASSERTION Name:_____

UNIT: A. PERCEPTION Date:_____

ACTIVITY SHEET: 1. PERCEPTIONS DIFFER

GOAL To observe that awareness of perception is important in understanding others.

MATERIALS: An action picture.

OBJECTIVES: At the completion of the activity, the participants will:

A. Recognize that we perceive things differently.
B. Identify two potential causes for breakdown in communication.

PROCEDURES AND DIRECTIONS:

1. Study the picture for three minutes.
2. Write down your perception of the picture.
3. Describe at least three points to only one other participant.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why do we perceive things differently?

_____

2. Identify how each participant changed the emphasis of the description.

_____

3. Why was there a change in the emphasis?

_____

4. What caused any breakdown in communications in the group?

_____

PERSONAL LIFE SKILLS: III. ASSERTION

UNIT: A. PERCEPTION

ACTIVITY TITLE: 2. HOW WE HEAR

GOAL To show the difference in perception.

GROUP SIZE: Small group.

MATERIALS: Newspaper, paper, and pencil.

TIME REQUIRED: 10 Minutes.

OBJECTIVE Participants will:

A. Illustrate that we hear statements differently therefore we perceive differently.

PROCEDURES AND DIRECTIONS:

1. Leader will read from a newspaper, short story or show a video tape.
2. The others will write down what they remember.

DISCUSSION QUESTIONS AND KEY POINTS

1. What did you hear?

   What you hear is not always what was said.
2. Did you hear what others heard?

   Others may listen to the same story and hear the story differently.
3. Why were there different points picked to write down?

EVALUATION: Ask participants how they feel about others' perceptions.

PERSONAL LIFE SKILLS: III. ASSERTION Name _____

UNIT: A. PERCEPTION Date: _____

ACTIVITY SHEET: 2. HOW WE HEAR

GOAL To show the difference in perception.

MATERIALS: Newspaper, paper, and pencil.

OBJECTIVE To illustrate that we hear statements differently, therefore we perceive differently.

PROCEDURES AND DIRECTIONS:

1. Listen to the story and write down what you hear.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What did you hear?

_____

_____

2. Did you hear what others heard?

_____

_____

3. Why were there different points picked to write down?

_____

_____

PERSONAL LIFE SKILLS: III. ASSERTION

UNIT: B. BEHAVIOR STYLES

ACTIVITY TITLE: 1. PERSONAL AND WORKSITE ROLES

GOAL Develop assertive communication skills.

GROUP SIZE: At least three groups of three.

MATERIALS: Copies of role-playing situations or actual situations developed by leader and/or participants. Descriptions of communication styles.

TIME REQUIRED: 30 minutes for each situation.

OBJECTIVE Each group will role play the deferent, aggressive and assertive response to develop skills in assertive communication.

PROCEDURES AND DIRECTIONS:

1. Select a situation from personal or work life.
2. Give groups the same situation to review.
3. Provide groups with a description of behavior habits, and speech of each style of communication.
4. Group one will develop a deferent response. Group two will develop an aggressive response, and group three will develop an assertive response.
5. Groups take turns role playing their response.
6. Groups practice a different response with each situation.

DISCUSSION QUESTIONS AND KEY POINTS:

1. What are the differences in behavior for each communication style?

   Deferent - gives in, apologetic, pleads, cries, looks down, hopes
   Aggressive - dominates, attacks, loud, points, makes demands, overreacts
   Assertive - honest, respects self and others, listens, makes direct eye contact

2. What are the reasons for these behaviors?
   Deferent - to avoid conflict
   Aggressive - to express hostility and anger or to get things done quickly
   Assertive - to have positive feelings while getting goals achieved
3. How do people with these communication styles feel about themselves?
   Deferent - low self esteem, hurt, powerless
   Aggressive - superior, alienated, bitter,
   Assertive - confident, powerful, relaxed

EVALUATION: Each participant will:

A. Contribute to the role playing activity.
B. Provide suggestions in discussion with group.

PERSONAL LIFE SKILLS: III. ASSERTION Name _____

UNIT: B. BEHAVIOR STYLES Date _____

ACTIVITY SHEET: 1. PERSONAL AND WORKSITE ROLES

GOAL Develop assertive communication skills.

MATERIALS: Copies of role-playing situations or actual situations developed by leader and/or participants. Descriptions of communication styles.

OBJECTIVE Each group will role play the deferent, aggressive and assertive response to develop skills in assertive communication.

PROCEDURES AND DIRECTIONS

1. Select a situation.
2. Review description of behaviors.
3. Develop response and role play each of the three possible responses.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What are the differences in behavior for each communication style?

_____

_____

2. What are the reasons for these behaviors?

_____

_____

3. How do people with these communication styles feel about themselves?

_____

_____

III. ASSERTION

Name: _____

B. BEHAVIOR STYLES

Date: _____

1. PERSONAL & WORKSITE ROLES

1. **Situation.** You are a woman sitting with a friend in a restaurant waiting for dinner to be served. Two men approach the table and begin intruding upon the conversation. Thinking you want to be picked up, they impose themselves obnoxiously. You and your friend want to be left alone to enjoy your meal. What assertive message can you deliver?

   Your script: _____

   _____

   _____

   _____

2. **Situation.** You are waiting in your car for another car to leave the parking space you anticipate taking. You have to back up to permit the other car to exit. In the meantime, a third car takes the parking space. What do you do?

   Your script: _____

   _____

   _____

   _____

3. **Situation.** Your child falls and hits his forehead while playing. There is a large swelling and you fear a concussion. You rush the child to the hospital. The child loses consciousness on the way. Once at the hospital, a clerk begins to ask you a series of long questions while you stand holding the child and fearing for his life. What do you say?

   Your script: _____

   _____

   _____

   _____

4. **Situation.** You have waited in line for 20 minutes to make a purchase that requires the use of a check. When you get to the cashier, you are told that the line you are in does not cash checks and you must stand at the end of a new line. What do you do?

   Your script: _____

   _____

   _____

III. ASSERTION

B. BEHAVIOR STYLES

1. PERSON AND WORK SITE ROLES

Non-verbal Cues	Style 1	Style 2	Style 3
Gestures:	Wring hands Fidget Talk with hand over mouth Other nervous gestures	Point, shake finger Push Slam doors Throw things	Assured Calm Reach out Open
Facial expression:	Bored look Pouting, sulking Blank look Smile and nod agreement	Frown Roll eyes when disgusted Squint eyes critically	Attentive Interested Congruent
Eye contact:	Seldom looks at others Downcast eyes Roving eyes	Glare Stare Constant	Direct Good eye contact
Posture:	Slumped Crooked Uneven	Walk fast Rigid Clench fist	Relaxed Open Level
Tone of voice:	Weak Low, meek tone Timid, whiny	Critical Loud, yelling and rasping Scream	Medium Volume appropriate
Rate of speech:	Fast--when anxious Hesitant--when doubtful	Fast Precise	Moderate Volume appropriate
Behavior	Manipulative when angry Sigh a lot Smile when angry Avoid any conflict Afraid to take risks Stage fright Clam up Constantly ask permission Complain instead of acting Buy approval of others Kowtow to other's desires	Put others down Often first, competitive Am never wrong Take over a group Bossy, pushy Overpower others Jump on others Know-it-all attitude Demand center stage Emotional Use others as 'things'	Operate from own choice Plan for what is needed Action-oriented Firm Trusting Self-responsible Emphasize the positive Fair, just Consistent Proaction Don't deny other's rights
Verbal Cues Words used:	Yessing "I wish..." "I can't" "I'll try..." "I should..." I'm sorry, but..."	"You must..." "You always... Obscenities Verbal abuse "Do what I say..." "You know better..."	"I choose to..." "What are our options?" "Who, when, where?" "Let's talk it over." "What alternatives...?" "I agree..."

III. ASSERTION

B. BEHAVIOR STYLES

1. PERSON AND WORK SITE ROLES (cont)

	Style 1	Style 2	Style 3
Mottos & Beliefs	"I must be nice" "I don't say what I think" "I don't express myself" "I don't disagree" "I am inadequate" "Others have rights"	"I've got rights." "I am most important." "I am never wrong." "I always get my way" "I will get even." I must win every time."	OK to learn from mistakes Mistakes aren't final Believe in self, others Respect self, others Give positive reinforcement I have rights-so do others
Characteristics	Apologetic, self-conscious Self-doubting, submissive Unresponsive Trust others, but not self Can't take compliments Doesn't express own wants Nice, helpful, easy going Pliable Misunderstood Allow others to decide Rarely achieve goals Has no respect or power	Always achieve goals Direct to a fault Demanding, arrogant Domineering, bullying Opinionated' Forceful, arbitrary Patronizing Belittling Authoritarian Self-righteous Punitive, critical Self-Initiative	Non-judgmental Forgiving, understanding Trust self, others Loving Enthusiastic Confident Self-responsibility Tolerant, patient Open, flexible, versatile Persistent Playful sense of humor Decisive
Confronting Problems	Non-confrontational Avoid conflict Play dumb, confused Withdraw, sullen Hesitate to speak up Non-committal	Step on toes Can't accept defeat Confront loudly Control Operate from win/lose Push, hurry	Win/win Negotiate, bargain Explore Take action with problems Don't let negativity build Have problem-solving skills
Feelings Felt	Hide feelings Resentful, powerless Inferior Depressed Embarrassed	Anger Resentment Hostility Stress Frustrated	Joy Enthusiasm Excitement Well-being Even-tempered
Communication Style	Indirect Agree to everything Don't speak up Hesitant Never interrupt	Close-minded Interrupt Talk fast Name calling Monopolizing	Active listener Positive self-image State limits, expectations
Effects On self:	Self-pity Headache, back pains Gave up being 'me'	Create own opposition Pay high price Make enemies	High self-esteem Have energy Feel contented
On others:	Feel disgust Build dependencies Feel guilty Get the blame	Foster resistance Undermine respect Foster fear Foster resentment	Morale is high Feel listened to Know where I stand High self-esteem

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PERSONAL LIFE SKILLS: IV. INTERPERSONAL COMFORT

UNIT: A. PERCEPTION

ACTIVITY TITLE: 1. MEN AND WOMEN ARE ALL ALIKE

GOAL

To increase awareness regarding sex role stereotyped attitudes.

GROUP SIZE: Groups of 3 to 5.

MATERIALS: Paper and pencil.

TIME REQUIRED: 20 minutes.

OBJECTIVES:

At the completion of the activity the participants will:

A. Have an increased awareness of stereotyped attitudes about male/female behaviors.

B. Recognize the power of cultural conditioning and stereotyping.

PROCEDURES AND DIRECTIONS:

1. List ten behaviors perceived as negative or aggravating. List 5 primarily associated with men and 5 primarily associated with women.
2. Compare with other group members. Pay close attention to behaviors of members of the opposite sex.
3. Begin a discussion about stereotyped attitudes concerning male and female behavior.

DISCUSSION QUESTIONS AND KEY POINTS

1. Are there any similarities in negative male and female behaviors? In male/female perceptions?

   Some behaviors listed as negative male or female behaviors are the same.

2. Which behavior is most aggravating to you? Does the individual's sex play a role in the aggravating behavior?

   Some behaviors listed are based on myth rather than real people.

3. When both sexes are guilty of a negative behavior, are you more aggravated by one?

   Some behaviors listed are positive male or female behaviors because of stereotype.

4. How does this exercise address stereotypes?

   We tend to view people by our learned attitudes of what is acceptable for male or female.

EVALUATION:

All participants will:

A. List and contribute to the discussion about the unit.

PERSONAL LIFE SKILLS: **IV. INTERPERSONAL COMFORT** Name:_____

UNIT: **A. PERCEPTION** Date:_____

ACTIVITY SHEET: **1. MEN AND WOMEN ARE ALL ALIKE**

GOAL To become aware of sex role stereotypes.

MATERIALS: Pencil and paper.

OBJECTIVE The participant will:

A. **Increase awareness of stereotyped attitudes about male/female behaviors.**
B. **Will recognize the power of cultural conditioning.**

PROCEDURES AND DIRECTIONS

1. Complete a list of 10 aggravating behaviors.
   List 5 that are primarily male behaviors.
   List 5 that are primarily female behaviors.
2. Compare with other group members, note behaviors of opposite sex. For example, why do you think the behavior is negative for the opposite sex? Why do you associate a behavior as male stereotype or female stereotype?

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Are there any similarities in negative male and female behaviors? In male/female perceptions? _____

   _____

2. Which behavior is most aggravating to you? Does the individual's sex play a role in the aggravating behavior (example poor drivers)? _____

   _____

3. When both sexes are guilty of a negative behavior, are you more aggravated by one? Why? Why not? Do you notice it more?

   _____

   _____

PERSONAL LIFE SKILLS: V. EMPATHY

UNIT: A. LISTENING

ACTIVITY TITLE: 1. DID YOU HEAR WHAT I SAID?

GOAL

To develop skills of active and effective listening.

GROUP SIZE: Groups of three.

MATERIALS: Newspaper or magazine articles.

TIME REQUIRED: 30 - 40 minutes

OBJECTIVE

Each participant will:

A. **Take the role of Speaker, Listener and Referee to develop listening skills.**

PROCEDURES AND DIRECTIONS:

1. Select a topic of controversial nature from a magazine or local newspaper. Subjects could be on politics, labor, management or other topic in good taste.
2. Select a Speaker, Listener and Referee for your group.
3. The Speaker will discuss the topic without interruption for 3 minutes.
4. The Listener summarizes the discussion without notes for 2 minutes.
5. The Referee can correct or make additional comments about the topic that the Listener did not mention.
6. Assign a new topic and the participants change roles. Repeat for each participant.

DISCUSSION QUESTIONS AND KEY POINTS

1. In your role as Speaker, did you sense difficulties or experience any awkward moments?
   People need feedback to be effective in communicating with others.
2. Did you sense difficulty as a Listener or Referee?
   When we are listening, it is hard to concentrate on everything the Speaker is saying. Taking notes can help organize our thoughts.
3. Did you identify or see any barriers that obstructed effective listening?
   People are frustrated when they cannot ask questions or interact in conversation.
4. In your role as Listener, why was it difficult to summarize and paraphrase the Speaker's comments?
   We may find restating conversation harder than stating our own thoughts on the topic.

EVALUATION:

Each participant will:

A. **Take each role in turn.**
B. **Join in the discussion.**

PERSONAL LIFE SKILLS: V. EMPATHY Name _____

UNIT: A. LISTENING Date: _____

ACTIVITY SHEET: 1. DID YOU HEAR WHAT I SAID?

GOAL To develop skills of active and effective listening.

MATERIALS: Newspaper or magazine articles.

OBJECTIVE To take the role of Speaker, Listener and Referee to develop listening skills.

PROCEDURES AND DIRECTIONS:

1. Select a Speaker, Listener and Referee.
2. The Speaker discusses the topic without interruption for 3 minutes. (The Referee may take notes but not the Listener)
3. The Listener summarizes the discussion without notes for 2 minutes.
4. The Referee can correct or make additional comments about the topic that the Listener did not mention.
5. Assign new topic and the participants change roles. Repeat 2,3,4 until all participants have taken each role.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. As Speaker, did you have awkward moments?

_____

_____

2. Did you sense difficulty as a Listener or Referee?

_____

_____

3. Did you identify or see any barriers that obstructed effective listening?

_____

_____

4. In your role as Listener, why was it difficult to summarize and paraphrase the Speaker's comments?

_____

PERSONAL LIFE SKILLS: VI. DRIVE STRENGTH

UNIT: A. GOAL SETTING

ACTIVITY TITLE: 1. THE POWER OF CLEAR GOALS

GOAL

To understand the effect of clear goals on improving performance.

GROUP SIZE: Groups of four.

MATERIALS: Paper, pencil and Observation Guide.

TIME REQUIRED: 30-40 minutes.

OBJECTIVE

Participants will:

A. See the differences in performance with a clear goal versus an unclear goal.

PROCEDURES AND DIRECTIONS:

1. Form groups of four and select an observer.
2. Observers will follow observation guides while groups work on two tasks (first task--unclear\ second--clear). Observer will make careful observations of group behavior on both tasks.
3. Observers return to their groups and brief them. A discussion without observers follows for 8 minutes/task. (Task one--list appropriate goals to govern best development of group experiences, to increase social development in a democratic society. Task two--list all formally organized clubs\organizations that exist in a typical community.
4. Observers report to total group at completion.

DISCUSSION QUESTIONS AND KEY POINTS

1. What are characteristic behaviors of people with unclear goals?

   People ask to have the goal clarified. Working climate is hostile or tense. Much of the talking is not related to the task. Nonverbal behavior is distracting or not related to the task.

2. What are characteristic behaviors of people with clear goals?
   People stay on the task, talking is related to the task. There is less nonverbal distractions and working climate is pleasant and cooperative.

3. What are characteristics of unclear goals?
   Unclear goals are vague and are not measurable. The unclear goals make it difficult to find a completion point.

4. What are characteristics of clear goals?
   Clear goals are precise and have measurable objectives. The goal has a definite end point or completion time.

EVALUATION: All participants will enter a discussion.

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VI. DRIVE STRENGTH

A. GOAL SETTING

1. RESOURCE SHEET - OBSERVATION GUIDE

During this exercise the groups will work on two tasks. The first task will be unclear, the second will be clear. Your job as an observer is to make careful notations of group behavior on the groups, but sit outside the circle.

	FIRST TASK	SECOND TASK
(1) The number of times the goal was clarified or asked to be clarified.		
(2) Assessment of "working" climate of the group. Was the working climate cooperative, hostile, pleasant, critical, or accepting.		
At the beginning?		
At the middle?		
At the end?		
(3) Frequency of verbal behavior not directly related to getting the job done (side conversations, jokes, comments).		
(4) Frequency of nonverbal behavior not related to getting the task done (looking around the room, horseplay, bored, withdrawal, hostility).		
(5) How much progress did the group make in getting the task done? (Make an estimate.)		

VI. DRIVE STRENGTH

A. GOAL SETTING

1. RESOURCE SHEET - OBSERVATION GUIDE

During this exercise the groups will work on two tasks. The first task will be unclear, the second will be clear. Your job as an observer is to make careful notations of group behavior on the groups, but sit outside the circle.

	FIRST TASK	SECOND TASK
(1) The number of times the goal was clarified or asked to be clarified.		
(2) Assessment of "working" climate of the group. Was the working climate cooperative, hostile, pleasant, critical, or accepting.		
At the beginning?		
At the middle?		
At the end?		
(3) Frequency of verbal behavior not directly related to getting the job done (side conversations, jokes, comments).		
(4) Frequency of nonverbal behavior not related to getting the task done (looking around the room, horseplay, bored, withdrawal, hostility).		
(5) How much progress did the group make in getting the task done? (Make an estimate.)		

PERSONAL LIFE SKILLS: VII. DECISION MAKING

UNIT: A. PROBLEM SOLVING

ACTIVITY TITLE: 1. A TEAM EFFORT

GOAL

To compare individual problem-solving skills with group problem-solving skills.

GROUP SIZE: Classroom or small group.

MATERIALS: Pencils and "Moon Rescue" scenario.

TIME REQUIRED: 25 to 35 minutes.

OBJECTIVE

Choose the most necessary items to survive on the moon.

PROCEDURES AND DIRECTIONS:

1. Form groups of 3 to 6 participants.
2. Discuss methods of problem-solving.
3. Read the scenario "Moon Rescue".
4. Choose 5 items you would take to survive the two day march.
5. Be ready to tell why you picked these 5 items.
6. When all your group have completed their choices, share your answers with the group.
7. Agree as a group on the items to carry on the two day march.

DISCUSSION QUESTIONS AND KEY POINTS:

1. Why did you choose the five items?

2. Were your choices different than the choices made by the group?

   The answers are: Air Tank, Water, Dehydrated Milk, Map of the Moon, Radio.

3. Why did you have trouble deciding on the group answer?

   When people work together, more choices are considered than by an individual.

4. What are the differences between individual and group problem-solving?

   People tend to defend their own choices as the correct action for everybody.

EVALUATION:

All participants will:
A. Complete the "Moon Rescue" choices and;
B. Participate in the discussion.

PERSONAL LIFE SKILLS: VII. DECISION MAKING Name:_____

UNIT: A. PROBLEM-SOLVING Date:_____

ACTIVITY SHEET: 1. A TEAM EFFORT

GOAL To compare individual problem-solving skills with group problem-solving skills.

MATERIALS: Pencils and "Moon Rescue" scenario.

OBJECTIVE To choose the most necessary items to survive on the moon.

PROCEDURES AND DIRECTIONS:

1. Read the scenario "Moon Rescue".
2. Choose the 5 items you would take to survive the two day march.
3. Be ready to tell why you picked these 5 items.
4. When all your group have completed their choices, share your answers with the group.
5. Agree as a group on the items to carry on the two day march.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why did you choose the five items?

_____

_____

2. Were your choices different than the choices made by the group?

_____

_____

3. Why did you have trouble deciding of the group answer?

_____

_____

4. What are the differences between individual and group problem-solving?

_____

_____

VII. DECISION MAKING

A. Problem-Solving

1. A Team Effort

a. A Resource Sheet "Moon Rescue"

Name:_____

Date: _____

Four people including yourself are on the moon. You need to travel on foot to your space station located two days march away. There is not air or oxygen on the moon. You must wear your space suit at all times to protect you from the heat and cold, and to supply you with air to breathe. Because of the low gravity each person can easily carry over 100 pounds.

If you can only take 5 items, which of the following items would you choose?

Check		Why
_____	Box of Matches	_____
_____	Food	_____
_____	Stove	_____
_____	Tent	_____
_____	One Air Tank Each	_____
_____	Boat	_____
_____	Map of the Moon	_____
_____	Gallon of Water Each	_____
_____	Compass	_____
_____	Dehydrated Milk	_____
_____	Newspaper	_____
_____	Radio for Talking to the Space Station	_____

PERSONAL LIFE SKILLS: VIII. TIME MANAGEMENT

UNIT: A. DAILY PRIORITIES

ACTIVITY TITLE: 1. A DAY IN THE LIFE OF...

GOAL

Analyze daily time use in order to create a daily schedule of priorities to accomplish personal goals.

GROUP SIZE: Individual or class group.

MATERIALS: Daily log and priority sheet.

TIME REQUIRED: 30 minutes for introduction, 1 week interval, 30-40 minutes analysis session.

OBJECTIVE

Each participant will:

A. **Keep an accurate record of personal time use for one week.**

PROCEDURES AND DIRECTIONS:

1. Obtain log and priority sheet.
2. Discuss time management.
3. Complete an accurate time log covering 1 week.
4. Total the time spent on major activities; example: work, sleep, meals, leisure.
5. Create a priority sheet of activities you want and need to do each day.
6. Compare your daily log to your priority list.
7. Develop a new schedule for the next week.
8. Repeat the process to improve your daily time management.

DISCUSSION QUESTIONS AND KEY POINTS:

1. What was the major time user of your day?

   Sleep, work or school is the major use of people's time.

2. What is the most common waste of time in your day?

   Identifying time wasting activities is the first step in filling the time with useful activities.

3. Do your priorities match your time use?

   Few people can match priority with the actual time they spent on different activities. People need a balance of study time, family time, social time and personal time.

EVALUATION: All participants will:

A. Complete at least a 3 day daily time log, and
B. Create a priority plan sheet.

PERSONAL LIFE SKILLS: VIII. TIME MANAGEMENT Name:_____

UNIT: A. DAILY PRIORITIES Date:_____

ACTIVITY SHEET: 1. A DAY IN THE LIFE OF...

GOAL To analyze daily time use in order to create a daily schedule of priorities to accomplish personal goals.

MATERIALS: Daily log and priority sheet.

OBJECTIVE To keep an accurate record of personal time use for one week.

PROCEDURES AND DIRECTIONS:

1. Complete time log for one week.
2. Total the time spent on major activities; example: work, sleep, meals, leisure.
3. Create a priority sheet of activities you want and need to do each day.
4. Compare your daily log to your priority list.
5. Develop a new schedule for the next week.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What was the major time user of your day?

_____

_____

2. What is the most common waste of time in your day?

_____

_____

3. Do your priorities match your time use?

_____

_____

VIII. TIME MANAGEMENT

Name: _____

A. A Resouce Sheet-DAILY PRIORITIES

Date: _____

1. A DAY IN THE LIFE OF...

DAYS	DAILY LOG	PRIORITY
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

PERSONAL LIFE SKILL UNIT: IX. SALES ORIENTATION

A. CREATIVITY

ACTIVITY TITLE: 1. NEW ANGLES

GOAL Develop a systematic approach in problem-solving.

GROUP SIZE: Small group or class

MATERIALS: Pentagon diagram

TIME REQUIRED: 15 - 20 minutes

OBJECTIVE **Find 35 triangles in the pentagon drawing in a systematic manner.**

PROCEDURES AND DIRECTIONS:

1. View the pentagon diagram.
2. Count the number of triangles included in the diagram.
3. Discuss with group how many triangles you found.
4. How many different categories of triangles can you find?

DISCUSSION QUESTIONS AND KEY POINTS:

1. Did you find all 35 triangles?
2. What are the 5 categories?

   There are 10 small single triangles (without any intersection lines in them, e.g. AFG);
   There are 5 tall triangles (each with an external side as a base and containing 5 pieces, e.g. ABD);
   There are 5 long-base triangles (each with 3 pieces, e.g. ACJ);
   There are 5 with two exterior sides (each with 3 pieces, e.g. EAB);
   There are 10 with 2 small triangles inside (e.g. ABF)

3. How does the lack of a systematic approach cause us problems in our work/personal lives?

   We loose some possibilities by not having a systematic approach. We need a system to track possible solutions as we think of the ideas.

EVALUATION: All participants will:

A. Discover the 35 triangles after knowing the 5 categories.

PERSONAL LIFE SKILLS: **IX. SALES ORIENTATION** Name:_____

UNIT: **A. CREATIVITY** Date:_____

ACTIVITY SHEET: **1. NEW ANGLES**

GOAL Develop a systematic approach to problem-solving.

MATERIALS: Pentagon diagram

OBJECTIVE Find 35 triangle in the pentagon drawing in a systematic manner.

PROCEDURES AND DIRECTIONS:

1. View the diagram.
2. Find the 35 triangles.
3. How many different categories of triangles can you find?

NOTES:_____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find all 35 triangles?

_____

_____

2. What are the 5 categories?

_____

_____

3. How does the lack of a systematic approach cause us problems in our work/personal lives?

_____

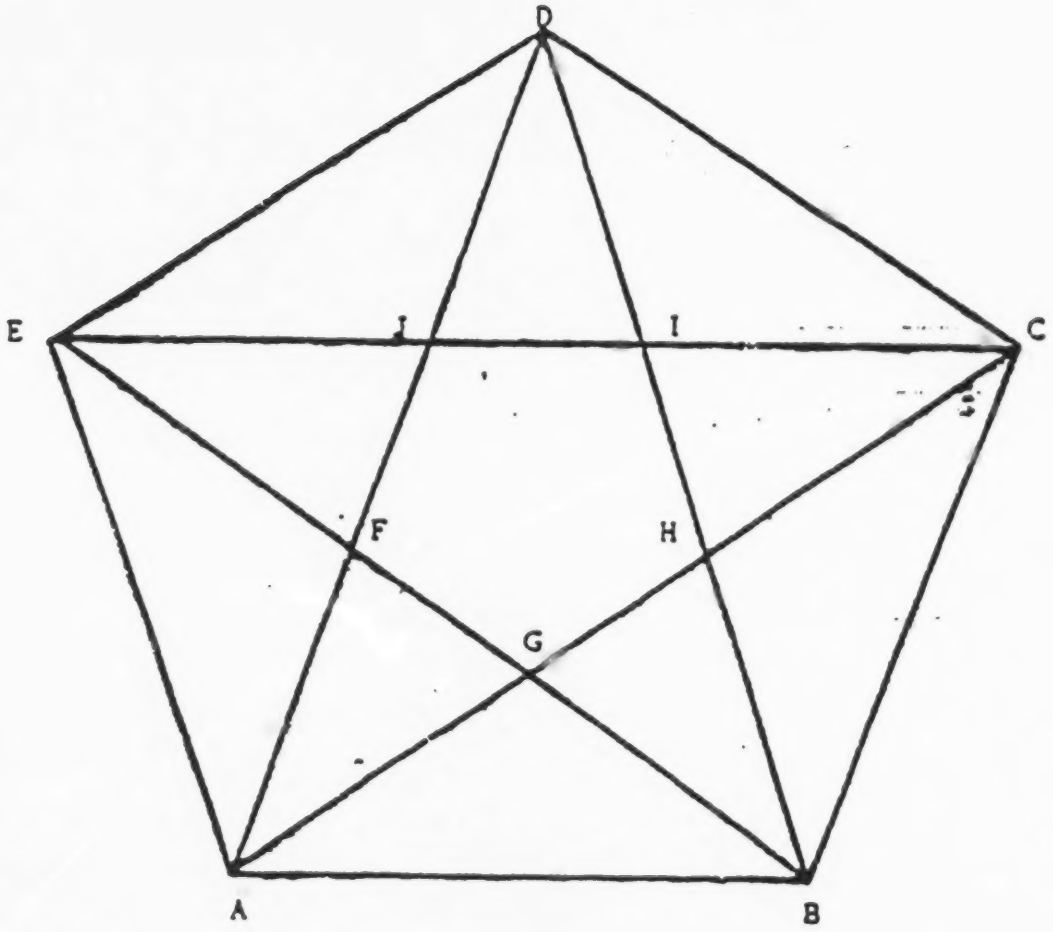
_____

IX. SALES ORIENTATION

A. Creativity

1. New Angles

a. A Resource Sheet "The Hidden Triangles"



PERSONAL LIFE SKILLS: X. COMMITMENT ETHIC

UNIT: A. PRIORITIES

ACTIVITY TITLE: 1. PRIORITIES FOR SUCCESS

GOAL To develop a commitment to essential activities and people in our lives.

GROUP SIZE: Individually or small group.

MATERIALS: Paper and pencil.

TIME REQUIRED: 30 - 60 minutes

OBJECTIVE Each participant will:

A. **Identify the essential uses of time in their weekly activities.**

PROCEDURES AND DIRECTIONS:

1. Write down the activities you want to do next week or people you want to please.
2. Locate three activities you must do to maintain your minimum performance. Assign a number "1" to these items.
3. Choose one person or activity that is the most important to your success and write down "A" by that item.
4. Choose 3 items that are urgent. Assign the number "2" to these items.
5. Rewrite the list starting with the "A" item, followed by the "1" items then the "2" items.
6. Start a weekly calendar with the "A" item then assign a day to each "1" and "2" item.

DISCUSSION QUESTIONS AND KEY POINTS

1. Can we always find more to do than we have time to do?

   We always think of more activities than we have time to do.

2. What is the reason for writing down a date for each item?

   When we set a written date, we tend to complete the action by that date.

EVALUATION: Each participant will:

A. Complete the list
B. Develop a weekly calendar

PERSONAL LIFE SKILLS: X. COMMITMENT ETHIC Name:_____

UNIT: A. PRIORITIES Date:_____

ACTIVITY SHEET: 1. PRIORITIES FOR SUCCESS

GOAL To develop a commitment to essential activities and people in our lives.

MATERIALS: Paper and pencil

OBJECTIVE **Identify the essential uses of time in the participant's weekly activities.**

PROCEDURES AND DIRECTIONS:

1. Write down the activities you want to do next week or people you want to please.
2. Locate three activities you must do to maintain your minimum performance, assign the number "1" to these items.
3. Choose one person or activity that is the most important to your success and write down "A" by the item.
4. Choose 3 items that are urgent, assign the number "2" to these items.
5. Rewrite the list starting with the "A" item, followed by the "1" and "2" items.
6. Start a weekly calendar with the "A" item then assign a day to each "1" and "2" items.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Can we always find more to do than we have time to do?

_____

_____

2. What is the reason for writing down a date for each item?

_____

_____

PERSONAL LIFE SKILL: X. COMMITMENT ETHIC

UNIT: B. FRIENDS

ACTIVITY TITLE: 1. PEOPLE WHO REALLY CARE

GOAL

To develop an attitude of interdependency among the people in our lives.

GROUP SIZE: Small group or class

MATERIALS: Paper and pencil, telephone directory, envelopes and stamps.

TIME REQUIRED: 15- 20 minutes

OBJECTIVE

Each participant will:

A. **Communicate with five people who care for you or people who you want to please.**

PROCEDURES AND DIRECTIONS:

1. List five of people who care for you or who you want to please.
2. Locate the addresses for the people in directories provided.
3. Choose one person and list the good things you like about that person. Mail the note to him/her.
4. Choose a day to write a similar note to each of the remaining people. Write the date by the name.
5. Mail all the notes within one week.

DISCUSSION QUESTIONS AND KEY POINTS

1. Can we always find someone we want to please or who cares for us?

   We always have someone who cares for us, even if we only care for ourselves.

2. What is the reason for writing down a date to complete the notes?

   When we set a written date, we tend to complete the action by the date.

EVALUATION: Each participant will:

A. List 5 names
B. Write notes within one week

PERSONAL LIFE SKILLS: X. COMMITMENT ETHIC Name:_____

UNIT: B. FRIENDS Date:_____

ACTIVITY SHEET: 1. PEOPLE WHO REALLY CARE

GOAL

To develop an attitude of interdependency among the people in our lives.

MATERIALS: Paper and pencil, telephone directory, envelopes and stamps.

OBJECTIVE

Each participant will:

A. **Communicate with five people who care for them or people that they wish to please.**

PROCEDURES AND DIRECTIONS:

1. List who five people who care for you or people who you want to please.
2. Locate the addresses for the people in the directories provided.
3. Choose one person and list the good things you like about that person. Mail the note to him/her.
4. Choose a day to write a similar note to each of the remaining people. Write the date by their name.
5. Mail all the notes within one week.

NOTES:_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Can we always find someone we want to please or who cares for us?

_____

_____

2. What is the reason for writing down a date to complete the notes?

_____

_____

PERSONAL LIFE SKILLS: XI. STRESS MANAGEMENT

UNIT: A. DAILY STRESS

ACTIVITY TITLE: 1. WORRIES THAT NEVER HAPPEN

GOAL

To identify the causes of daily stress and develop skills to relieve that stress.

GROUP SIZE: Small Groups.

MATERIALS: Paper and pencil.

TIME REQUIRED: 15 - 25 Minutes

OBJECTIVE

Each participant will:

A. Identify worries or fears.

PROCEDURES AND DIRECTIONS

1. Write down 2 worries or fears that you had last week that did not happen.
2. Join your group to discuss the answers with the group leader.
3. Write down what might happen because of your worries. Identify both good and bad possibilities.
4. Circle the good things in bright colors.

DISCUSSION QUESTIONS AND KEY POINTS

1. What can you do about your worries?

   Some things we can change by working to prevent bad things; example to study for a hard test.

2. What is the worst that can happen about the worries you can not change?

   Some things we have no control over; such as the game cancelled because of bad weather.

EVALUATION: Each participant will:

A. List 2 worries
B. Join in the discussion.

PERSONAL LIFE SKILLS: **XI. STRESS MANAGEMENT** Name _____

UNIT: **A. DAILY STRESS** Date _____

ACTIVITY SHEET: **1. WORRIES THAT NEVER HAPPEN**

GOAL To identify the causes of daily stress and develop skills to relieve the stress.

MATERIALS Paper and pencil

OBJECTIVE **List 2 worries or fears.**

PROCEDURES AND DIRECTIONS:

1. Write down 2 worries or fears that you had last week that did not happen.
2. Join your group to discuss the answers with the group leader.
3. Write down what might happen because of your worries. Identify both good and bad possibilities.
4. Circle the good things in bright colors.

NOTES: _____

_____

_____

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What can you do about your worries?

_____

_____

2. What is the worst that can happen about the worries you can not change? _____

_____

PERSONAL LIFE SKILL UNIT: XI. STRESS MANAGEMENT

B. PEER PRESSURE

ACTIVITY TITLE: 1. OTHER SHOES

GOAL

Develop sympathy for other people's problems.

GROUP SIZE: Small group or class with two person teams.

MATERIALS: Clean floor or carpeted area.

TIME REQUIRED: 15-20 minutes, 5 minutes for teams.

OBJECTIVES

The participants will:

A. **Listen to a problem from another person and relate that problem to a group.**

PROCEDURES AND DIRECTIONS:

1. Form teams of two--form a double circle.
2. Partner A to the inside and partner B to the outside. Partner A remove your shoes in front of your partner.
3. Share a daily problem with your partner, that is homework, chores,class, sports.
4. Allow 5 minutes to share between partners. Form circle and explain your partner's problem.
5. Put your own shoes on at end of the activity.

DISCUSSION QUESTIONS AND KEY POINTS

1. Did you find some daily problems similar?

   We have similar daily problems when we are involved in similar activities.

2. Did you have trouble explaining the problem to your partner or to the group.

   People have different abilities to explain personal problems.

3. Did your own problems appear different after you heard the other problems?

   Personal problems appear less threatening

   others are having similar difficulties.

when

EVALUATION: All participants will share and discuss.

PERSONAL LIFE SKILLS: **XI. STRESS MANAGEMENT** Name: _____

UNIT **B. PEER PRESSURE** Date: _____

ACTIVITY SHEET: **1. OTHER SHOES**

GOAL Develop sympathy for other people's problems.

MATERIALS: Clean floor or carpeted area.

OBJECTIVE: Listen to a problem from another person and relate that problem to a group.

PROCEDURES AND DIRECTIONS:

1. Form a double circle with the teams.
2. Sit on floor in a double circle, Partner A to the inside and Partner B to the outside. Partner A remove your shoes and place your shoes in front of your partner.
3. Share a daily problem with your partner.
4. After everyone has shared with the partner (about 5 minutes), form a big circle and explain your partner's problem to the group.
5. Put your own shoes on at the end of the unit.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find some daily problems similar?

_____

_____

2. Did you have trouble explaining the problem to your partner or to the group?

_____

_____

3. Did your own problems appear different after you heard the other problems?

_____

_____

PERSONAL LIFE SKILLS: XII. EMPLOYMENT

UNIT: A. INTERVIEW

ACTIVITY TITLE: 1. TELLING THE STORY

GOAL To develop interviewing skills.

GROUP SIZE: Individual or small group.

MATERIALS: Outline of a resume, job description, and evaluation sheet for interview.

TIME REQUIRED: Two hours

OBJECTIVES To complete a practice video-taped interview with replay and evaluation.

PROCEDURES AND DIRECTIONS:

1. Discuss the interview purpose.
2. Discuss dress code.
3. Discuss researching a company
4. Discuss the interview procedure.
5. Discuss typical interview questions.

DISCUSSION QUESTIONS AND KEY POINTS

1. What is the purpose of the interview?

   To permit the job candidate and the employer to look at each other.

2. What is appropriate dress for an interview?

   Wear what is professional dress for the job you are seeking.

3. How do you research a company?

   Identify someone employed with the company (but not the person interviewing you) and ask questions.

4. What procedure is generally followed in the initial interview?

   Introduction - information sharing - close

5. What are some typical interview questions?

   Tell me about yourself.
   Why do you want to work here?
   What are your strengths? weaknesses?
   What motivates you?

EVALUATION: Play back video of sample interview and evaluate your performance.

PERSONAL LIFE SKILLS: XII. EMPLOYMENT Name _____

UNIT: A. INTERVIEW Date _____

ACTIVITY SHEET: 1. TELLING THE STORY

GOAL To develop interviewing skills.

SELF RATING SCALE FOR AN INTERVIEW

CONSIDERATION	SCALE LOW	MEDIUM	HIGH
1. Approach			
Personal Greeting			
Eye Contact			
Hand Shake			
2. Voice			
Pleasant			
Strong			
Expressive			
3. Appearance			
Grooming			
Hair			
Make-Up			
Dress			
4. Body Language			
Posture			
Gestures			
Portray Self Confidence			
5. Knowledge of Organization			
History of the company			
Products			
Services			
Competition			
6. Interview Presentation coverage			
Skills			
Abilities			
Education			
Training			
7. Response to Questions			
Ability to handle pressure			
Accurate response			
Change negative to positive			
8. Your Questions			
Appropriate			
Short			
9. Interview Close			
Timely			
Summarize positive points			
Secure next contact			
Thank you			

XII. EMPLOYMENT

A. Resume

1. A Written Picture

Resource Sheet

COMPLETING THE SIX SECTIONS OF A RESUME

Prepare each section of the resume separately. A description of the section and space to fill in your draft follows> Then you will put the sections together into a complete draft of your resume.

HEADING AND PERSONAL INFORMATION

It is very important that your name, address and telephone number be located in the first section of the resume where it is easily located by a potential employer. If your address may change or you do not have a telephone, give the address and phone of someone who will always know your current address and how to get in touch with you immediately.

Resume of (your name) _____

	Temporary Address	**Permanent Address**
Street	_____	_____
City and state	_____	_____
Zip code	_____	_____
Telephone (AC)	_____	_____

CAREER OBJECTIVE

The statement of your career objective may be the single most important statement on your resume. It has three parts. The career objective should give the job title of the position you are applying for, the special skills that you bring to that position, and the type of organization that you would like to work in.

Example: "To obtain a position in personnel administration in a small community health care facility requiring human relations and problem solving skills."

Please complete the following related to your career objective:

Title of position sought _____

Statement of your career objective _____

_____

_____

EDUCATION AND TRAINING

List all of your education and training in reverse chronological order. Your most recent program should be listed first, and end with your high school training. If you have more than one college degree, you may choose to omit your high school information. However, if you are seeking a position in the area where you went to high school, it may be advantageous to list your high school even if you have extensive training beyond the high school degree.

Please complete the following:

College(s) attended _____

Date of graduation or expected date of graduation _____

College major _____ GPA _____

College minor _____ GPA _____

Courses taken related to career objective

_____

_____

_____

High School attended _____

Date of graduation _____

Grade point average or rank in class _____

Specific skills mastered as a result of education

_____

_____

_____

Specialized training completed

_____

_____

_____

Specific skills mastered as a result of training

_____

_____

_____

HONORS AND ACTIVITIES

Identify any honors or special activities you have participated in as a student in high school or college or as a community service activity. Usually this sections contains reference to scholarships or awards, sports participation, and offices held in school or community organizations. If your list is very long, you may omit your high school honors and activities unless they relate specifically to the position for which you are applying.

Honors _____

_____

Activities _____

_____

WORK EXPERIENCE

List your most recent work experience first. Be sure to include military experience, volunteer work, or any special projects you had a responsible role in.

Most Recent Employer

Job Title _____ Dates employed _____

Name and address of employing organization _____

_____

Name of immediate supervisor _____

Statement of duties and responsibilities _____

_____

_____

Second Most Recent Employer

Job Title _____ Dates employed _____

Name and address of employing organization _____

_____

Name of immediate supervisor _____

Statement of duties and responsibilities _____

_____

_____

Next Most Recent Employer

Job Title _____ Dates employed _____

Name and address of employing organization _____

_____

Name of immediate supervisor _____

Statement of duties and responsibilities _____

Other Experiences:

_____

REFERENCES

Select people who know you personally, who know your abilities and skills, your working style, your personality, character and attitude. Previous employers, significant community members, and recent teachers or trainers are good examples. Do not list friends and relatives. Include the names, addresses, and telephone numbers of people who will provide you with a positive recommendation if they are contacted by a prospective employer.

Name _____

Title _____

Organization _____

Address _____

Telephone _____

Name _____

Title _____

Organization _____

Address _____

Telephone _____

Name _____

Title _____

Organization _____

Address _____

Telephone _____

COMPLETING YOUR RESUME

When these sections have been completed, you are ready to develop a rough draft of your resume. You will select section titles and resume style to suit your specific needs. Your draft should be reviewed by someone with expertise in resume development. You may want to remember the following tips:

1. Use letter quality print
2. Use one-inch margins on all sides
3. Use as few words as possible to avoid a cluttered look
4. Use single, double, and triple spacing to create eye appeal
5. Use capital letters, underlining, bold print.
6. Use good quality paper (20 lb.) in white, off-white, grey or blue paste.